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ABSTRACT

Designed for learning managers in a vocational preparatory instruction (VPI) lab, this three-part Workplace Readiness module provides teaching strategies they can use with students to: identify vocational interest and aptitude in making career choices; demonstrate job acquisition and job retention skills; and apply Secretary's Commission on Achieving Necessary Skills (SCANS) Competencies. A pre-test and introduction are provided. Part 1, career assessment, covers learning styles; occupational interests and aptitudes; how to relate interests and occupational areas; occupational careers and goals in various clusters; and educational and career goals. Part 2, workplace readiness skills, focuses on a personal data sheet; resume; job announcement sources; cover letter; application forms; job interviews; employment tests; work-related documents; appropriate job behaviors; company policies and procedures; and resignation procedures. Part 3, SCANS competencies, includes topics such as appropriate resource use; cooperative and productive teamwork; information usage; social, organizational, and technological systems; and tools and equipment. Each part consists of an overview listing topics covered, information on each topic, and activity/activities for students in the VPI lab. The document concludes with a post-test; a 14-item bibliography; list of 41 print and non-print resources; a Workplace Readiness Skills (VPI) Curriculum Framework; pre- and post-test answer keys; and samples. (YLB)

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Vocational Preparatory Instruction

Staff Self-Training Program

Workplace Readiness Module

Developed by:
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This self-training module was written for the Vocational Preparatory Instruction Staff Development project, developed by the Adult Secondary/GED/VPI Committee of the Practitioners Task Force, with an Adult Education State Leadership grant, 1999-2000, from the Florida Department of Education, Division of Workforce Development.

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PRE-TEST for VPI WORKPLACE READINESS

Directions: Read the following statements. Write T for True or F for False in the blank before each statement.

_____1. Workplace Readiness skills consists of those skills that are necessary for job acquisition and job retention.

_____2. Workplace Readiness is not included in the VPI curriculum, but instead it is a separate program.

_____3. Students should consider their interest and aptitudes when they define what they want in a job.

_____4. When a student completes an interest inventory, the results will reveal his/her skills and talents.

_____5. A "job matching" activity would consist of relating students' interests and aptitudes with specific jobs.

_____6. Most job openings are filled without any advertising on the part of the employer.

_____7. Most adult students in a VPI Lab will know how to use N/A for " not applicable" on an application form.

_____8. On an application form, a person should avoid using most abbreviation forms.

_____9. Most VPI students will already have a great deal of previous experience writing cover letters.

____10. For most situations, students should dress for an interview as they would be expected to dress for the job.

____11. Companies establish policies and procedures to protect themselves from lawsuits.

____12. SCANS is an acronym for Student Competencies Applying Necessary Skills.

Directions: Read the following multiple-choice items. Choose the correct answer for each item and circle the letter of your choice.

13. The VPI Workplace Readiness component was developed to provide students with

    a. Career assessment.
    b. Workplace readiness skills.
    c. Competency training.
    d. All of the above.

14. Which school personnel is apt to provide VPI students with up-to-date employability skills resources?

    a. VPI learning managers.
    b. Guidance counselors.
    c. Media specialists.
    d. All of the above.

15. When students prepare a "Contacts for Job Leads" list, they must be sure to include

    a. Instructors.
    b. Friends.
    c. Relatives.
    d. All of the above.

16. To know if the demand for a job is likely to grow quickly, students should check the

    a. Job description.
    b. Job requirements.
    c. Projected job growth.
    d. Working conditions.

17. The most effective method for students to use when seeking a job is

    a. Contact with other people.
    b. Checking newspaper ads.
    c. Going to a public employment agency.
    d. Using the school's job placement services.

18. An employee runs a risk of being fired if he or she is

    a. Being absent or late too many times.
    b. Making the same costly mistakes over and over again.
    c. Not following instructions from the supervisor.
    d. All of the above.

19. Which of the following is not a good reason for resigning from a job?

    a. You find a better job somewhere else.
    b. You don't get along with a co-worker.
    c. Your job changes, and you don't want it anymore.
    d. You're in a dead-end job that is going nowhere.

20. Which behavior is not included in the SCANS competencies?

    a. Appropriate use of resources.
    b. Cooperative and productive teamwork.
    c. Appropriate interview techniques.
    d. Knowledge of technological systems.

EFFECTIVE TEACHING STRATEGIES AND CURRICULUM RESOURCES FOR WORKPLACE READINESS IN THE VPI CLASSROOM

As a learning manager in a VPI Lab, you are expected to help prepare students for the workplace. The Workplace Readiness Program allows you to provide this preparation because it contains elements that will motivate students to become productive, self-sufficient members of society. The VPI Workplace Readiness component provides:

WHAT DOES THE VPI WORKPLACE READINESS COMPONENT PROVIDE?

- Career assessment designed to assist persons in identifying vocational interests, temperament, aptitudes, and learning styles,
- Workplace readiness skills to assist persons in obtaining and maintaining jobs, and
- Competency training that follows the guidelines of the Secretary's Commission on Achieving Necessary Skills (SCANS).

This module has been developed to provide specific teaching strategies that you can use with Workplace Readiness. Emphasis has been placed on strategies that will help students:

- Identify vocational interest and aptitude in making career choices,
- Demonstrate job acquisition and job retention skills, and
- Apply SCANS Competencies.

These skills will enable students to acquire behaviors that will make them more employable and ready to enter the workforce.

01.0 CAREER ASSESSMENT - VOCATIONAL INTEREST AND APTITUDE IN MAKING CAREER CHOICES

Students should be given the opportunity to learn about themselves and how they fit into the world of work. They should be given the means of finding information about jobs and be able to use this information to investigate possible occupations for themselves. Career assessment will enable a student to:

WHAT WILL CAREER ASSESSMENT ENABLE A STUDENT TO DO?

- Assess his/her learning style,
- Assess his/her occupational interests and aptitudes,
- Relate individual interests to specific occupational areas,
- Explore occupational careers and goals in various clusters, and
- Establish educational and career goals.

01.01 Learning Styles

Learning style is the way or ways a person learns best. The term, learning style, refers to how students approach tasks, the processes they use, and the behaviors they exhibit. It is the way they personally prefer to operate or do things.

WHAT IS LEARNING STYLE?

Identifying students' learning styles will allow you, the learning manager, to predict effective strategies and activities for teaching. This assessment of learning styles can be done most efficiently by utilizing a learning styles instrument.

The following is an explanation of learning styles assessment adapted from Learning/Working Styles Inventory at http://www.pineymountain.com. This assessment model was selected for its comprehensive coverage of learning styles and for its ease of implementation. (Other instruments are also available.) This inventory analyzes the combinations of physical, social, environmental, and modes of expression elements that allow individuals to acquire, file, and utilize their knowledge or skills. A work characteristics component measures the conditions that may become significant to students as they seek employment. The inventory is divided into five major domains:

1. **Physical Domain** – perceptual elements
   - Kinesthetic (active involvement)
   - Visual (seeing and observing)
   - Tactile (handling and touching)

- Auditory (hearing and listening)

2. Social Domain – studying alone or in a group
- Individual learner
- Group learner

3. Environmental Domain – different types of environmental conditions
- Design (formal or casual seating)
- Lighting (bright or dim)
- Sound (silence or noise)
- Temperature (cool or warm)

4. Mode of Expression Domain – communication preference
- Oral expression
- Written expression

5. Work Characteristics Domain – preference of various work conditions
- Outdoors/Indoors
- Sedentary/Non-sedentary
- Lifting/Non-lifting
- People/Data/Things

STUDENT ACTIVITY

Have the students in the VPI Lab complete a learning styles assessment instrument. The results will show their preferences with the various elements, and this information will help them select those learning conditions that are best for them. Likewise, the results will help you, the VPI learning manager, to select those teaching strategies that are appropriate for the students.

01.02 Occupational Interests and Aptitudes

When making occupational choices, students should consider several kinds of sources of information. This includes information about them. There are four kinds of information that can help students decide what kind of work they can do and enjoy: abilities, interests, work preferences, and values.

1. **Abilities.** These are the students' skills and talents. In which subjects did they excel in school? Are they skilled with machines, good with languages, adept with computers, or talented in art? Do they speak

and write well, work with numbers accurately, or have good eye-hand coordination?

2. **Interests.** These are the things that students like and enjoy doing. Do they like to draw, build things, play on the computer, help people, tinker with cars, create new hairstyles, or handle money?

3. **Work Preferences.** Students will have certain feelings about the kinds of job activities they do and their working conditions. Do they like to work alone or with other people, work with objects or information, stay in one spot or move around on the job?

4. **Values.** These are the things that are important to the students. People differ in the job factors that are important to them because people have different needs relating to working conditions. Concern for the hours, pay, kind of work, benefits, promotional opportunities, training, location, and working conditions will differ with different people.

STUDENT ACTIVITIES

The VPI students should have the opportunity to take aptitude and interest tests. This can be done through the guidance department or by having such instruments or inventories available in the classroom. In their Employability Skills Series (ECI Order # CE614), the Florida Education Center provides an "Abilities Inventory," an "Interest Inventory," a "Work-Preference Inventory," and a "Values Inventory."

Discuss work values. Write several work-related values on the board and have students arrange them in order of importance, as they relate to them.

Have students write, display, or demonstrate their hobbies or interests and show how they relate to an occupation.

01.03 Relating Interests and Occupational Areas

Students should consider their interests and aptitudes when they define what they want in a job. Then they will be able to see how various jobs match up, and they will be able to select jobs that are most likely to satisfy them as long-term careers.

Resource materials that match interests, skills, and aptitudes to jobs should be available in the VPI Lab. Some employability skill booklets contain job-matching charts that students can peruse on their own. For needed assistance, guidance counselors can provide students with testing instruments that will help them make appropriate matches.

STUDENT ACTIVITIES

Using the results taken from tests and inventories, have the students list their top interests, aptitudes, and skills. Provide them with a job-matching chart, such as found in Getting the Job You Really Want (JIST Works, Inc.). Have the students identify a variety of jobs that match their major areas of interest.

After identifying jobs that match their interests, have the students rate each job as "not interesting," "somewhat interesting," or "very interesting." This rating will help to narrow down choices of interest.

01.04 Occupational Careers and Goals in Various Clusters

In the preceding section, students may have reached the point where they can match their interests, aptitudes, and skills to specific jobs. However, they won't really know about an occupation or job until they know the job requirements and the job description.

Job requirements include the training, skills, and abilities that a person must possess to qualify for a job. These requirements can include a certain amount of education or training (teacher, police officer, accountant), special abilities (musical, mechanical, artistic), special licensing (nurse, plumber, cosmetologist), or work experience. Students must take note of the job requirements when they are exploring a career.

The **job description** states the job duties and the working conditions. For example, a secretary's duties may include filing, word processing, answering the phone, taking messages, and greeting clients. The working conditions would be like those of most office jobs -- working indoors, sitting at a desk, and working mainly with people and information. In a job search, the job duties and working conditions are important factors.

Another important factor that should be considered is the **job growth**. Demand for some jobs will grow rapidly while others decline. It is helpful to know if future demand for a job is likely to provide more job opportunities or fewer, so students should check the projected growth of any job they research.

In the VPI Lab, the learning manager should provide students with good sources of information about occupations. There are a variety of sources that can be utilized, and some sources provide more and better information than others.

The media specialist at your school will be able to suggest some information sources that are available in the library. To read about careers, students can utilize the Occupational Outlook Handbook, the Dictionary of Occupational Titles, or the Florida DOE Guide to Career & Educational Planning. These materials contain the job description, the job requirements, and the job future of almost any job in the workforce. There are also computerized occupational information systems, such as CHOICES, TIPS, and BRIDGES. The Florida VIEW provides current information about occupations in Florida in book or computerized form. Check with your guidance counselors to find out if there are any other materials available at your school.

STUDENT ACTIVITIES

Have each student determine three occupations that he/she would like to research. The student should list occupations that are in line with his/her interests, abilities, values, and work preferences. Have the student use the Occupational Outlook Handbook to find information on the three jobs. The student should complete an "Exploring Occupations Worksheet" for each job, listing the job requirements, the job descriptions, and the job future.

Have each student participate in a shadowing program that provides the opportunity to observe trainees (in a vocational program) or workers (at a job site). In a vocational program, the student will observe how trainees prepare for an occupation. At a job site, the student will see firsthand the duties performed, the working conditions, and the daily activities of workers in a chosen career.

01.05 Educational and Career Goals

At this point, the students have examined the personal traits that will help them in the world of work. They have also

learned some things about specific occupations that match their personal traits. Now the students can use this information to make career choices.

To prepare for their future careers, VPI students must take the time to plan their education and vocational training. They must find out what courses they can take to learn the job skills that are needed for their career path. The guidance counselors or occupational specialists at your school can assist the students with this stage of career assessment.

STUDENT ACTIVITIES

Using the three "Exploring Occupations Worksheets" completed in the previous section, have the student decide upon a career path that he or she will pursue. Emphasize that the career decided upon should match his or her personal traits as closely as possible.

Have each student make an appointment with a guidance counselor to discuss career goals and the school's program offerings. The counselor will provide information about program entrance requirements and enrollment dates. This information will enable the student to make plans for his or her education and training.

02.0 WORKPLACE READINESS SKILLS -- JOB ACQUISITION AND JOB RETENTION SKILLS

The VPI Lab should provide a setting that helps students prepare for the workplace. Students need to acquire the employability skills that will be beneficial in obtaining and maintaining employment. The instruction in workforce readiness skills should be based on individual need and should include, but not be limited, to the following. Each student should be able to:

- Prepare a personal data sheet.
- Prepare a resume.
- Identify job announcement sources.
- Prepare a cover letter.
- Demonstrate the ability to correctly complete an employment application.
- Demonstrate appropriate interviewing techniques.
- Prepare for applicable employment tests.
- Demonstrate the ability to complete work-related documents.

- Demonstrate an understanding of appropriate job behaviors.
- Interpret company policies and procedures.
- Demonstrate knowledge of resignation procedures.

02.01 Personal Data Sheet

WHAT IS A PERSONAL DATA SHEET?

When students seek employment, they must be prepared to answer questions about themselves and their qualifications for the job. They can get ready for these questions by preparing a **personal data sheet** (Appendix D7). This sheet is actually a personal inventory that contains information about the student. It is for the student's use only and does not take the place of a resume. However, it will save the student time when filling out application forms, and it can also be the foundation for later writing a resume.

The major headings on a personal data sheet are usually *personal data, education, work experience, military experience, skills, hobbies, community work, club memberships, honors and awards, volunteer work, sports,* and *references.* Most employability skills booklets contain samples of personal data sheets.

STUDENT ACTIVITY

Have each student prepare a personal data sheet. Provide a sample that the student can follow, or provide a personal data sheet (with blanks) for the student to complete.

02.02 Resume

WHAT SHOULD BE INCLUDED IN A RESUME?

Students will want to present themselves to employers in as skillful a manner as possible. The best way to do this is with a well-prepared **resume**. A resume will provide information about a student's background and skills, and it should focus attention on his or her strengths in the job market.

Teaching Strategies for the Resume

1. Through discussion, teach the purposes of a resume. The main purpose is to get a job interview. The resume will also prepare students for the interview because it will force them to focus on their background information and will enable them to speak fluidly about their strengths and skills at an interview. Like the personal data sheet, the

resume, likewise, will provide necessary information for application forms.

2. Discuss the main parts of a resume, those that are essential and those that are not essential. These would include *identifying data, job objective, skills, education, training, work experience, volunteer experience, military experience,* and *references or references upon request.* List the parts on the board and discuss which parts are essential and which are not essential. Have the students suggest other parts that could be included, like honors, awards, club memberships, etc.

   Discuss the modern trend of not including references on a resume; and, instead, listing the references on a separate sheet. In this case, the resume would state "References Upon Request." Show a sample of a separate reference sheet.

3. Give tips on how to write effective resumes. The tips should include the following:
   - Be brief
   - Use phrases - not sentences
   - Capitalize section headings
   - Stress skills and achievements
   - Be specific
   - Be positive and enthusiastic
   - Tailor material to employer's needs
   - Use action words to stress achievements
   - Use single-lined bullet entries
   - Type on good quality paper
   - Keep it neat and easy-to-read
   - Proofread for errors
   - Make quality photocopies

   Write the tips on the board and have a discussion with the students on why each tip is important.

4. Explain the different formats for resumes, with emphasize on the chronological and functional. Each format has a particular organizational pattern that should be followed in developing the document. Use these guidelines to explain each one:

   - **Chronological resume** is a history of one's career and should show growth in the profession. Starting with the current position and working back in time, it shows each company worked for, the title there, and dates of employment. It does the same with

WHAT ARE SOME DIFFERENT TYPES OF RESUMES?

education. It is simple to develop and easy to understand. It is especially good for a job history that shows steady advancement in title and skills.

- **Functional resume** emphasizes skills, strengths, and accomplishments rather than job-history specifics. This type supports work objectives and job targets. The attention is always focused on the skills and specific accomplishments. It is the right format for people who don't have much work experience, who want to change careers, who want to emphasize a particular strong area of ability, or who want to focus on skills rather than credentials.

Show samples of a variety of resumes so the students could view the different styles.

Most employability skills booklets will contain samples.

STUDENT ACTIVITIES

Provide the students with videos, software, or booklets that contain lessons on resume writing. Have the students use these materials to learn about resumes and to study the various formats and styles. Have each student select a specific type for his or her resume.

Have each student prepare a resume. The students can use the information that is listed on their personal data sheets or they can fill out a resume information sheet.

Give the students the opportunity to type their resumes on the computer, using their own pattern or using a resume software package.

Have each student prepare a separate reference sheet. Provide the students with reference information sheets, and have them fill in the information on the sheets. Then have them type the information on a sheet that can be submitted to prospective employers.

02.03 Job Announcement Sources

VPI students will need to learn job search methods that will help them find good jobs in a timely manner. Their best approach is to use all of the avenues that are open to them. As a VPI learning manager, you must be sure that the

students are aware of the different job search methods and of the techniques that are the most effective.

Teaching Strategies for Job Announcement Sources

1. Have a class discussion about the things the students would do and the places they would go to when looking for a job. The students will most likely mention traditional methods, which would include:

    - Checking newspaper ads.
    - Going to a public employment agency (Job Services).
    - Going to a private employment agency.
    - Using the school's job placement services.

    List these methods on the board. State that many people use these techniques, and these methods work for some job seekers. However, inform the students that there are other job seeking methods that are considered to be more effective than the traditional ones.

2. Have a discussion about "networking" as a marketing device. Making personal contacts is considered to be the most effective method of seeking a job. This is because most job openings are filled without any advertising. Inform the students that many employers hire someone because:

    - The employer knows someone who is right for the job,
    - An associate makes a recommendation,
    - Someone hears about the job and gets an interview before the job is advertised, or
    - A job seeker visits the work site and makes direct contact with the employer.

    The VPI Lab should contain booklets, software, and/or videos that the students can use to gain more knowledge about job seeking techniques.

STUDENT ACTIVITIES

Have the students prepare a "Contacts for Job Leads" sheet. Have them list the people they can contact for a job search. The headings on this sheet should include *friends, relatives, neighbors, classmates, instructors, former co-workers,* and *former employers.* Then, have the students narrow down the list to select those people who will most likely be able to assist

them -- and have them include the contacts' phone numbers and/or addresses.

Provide the students with booklets, software, or videos that contain information on job searches. Have the students use these materials to study the various methods of seeking a job.

Provide the students with booklets, software, or videos that contain lessons on effective telephone techniques. Have the students use these materials to learn how to use the telephone correctly when calling about a job. Have the student write down the steps for appropriate and effective telephone contact.

02.04 Cover Letter

WHAT NEEDS TO BE INCLUDED IN A COVER LETTER?

The right path to a job sometimes starts with a **cover letter**. This type of letter got its name because it went along with, and "covered," a resume. The cover letter will usually increase the chances of the resume receiving the attention it deserves because it will:

- Identify the resume and direct it to a specific reader,
- Introduce the writer to the potential employer,
- Emphasize the job seeker's qualifications, and
- Request an interview.

The letter should be well written, and it should contain several pieces of information that the employer needs or wants. It should be neat, to the point, and easy to read. It should be free of errors -- the spelling and grammar must be perfect. As the VPI learning manager, you should be aware that many students in the lab will need assistance in creating a well-written letter.

Teaching Strategy for the Cover Letter

Locate some materials that have samples of cover letters, like The Job Hunting Handbook and Getting the Job You Really Want. Make them available for the students to use. Be sure that the students learn the parts that belong in a cover letter:

1. The first sentence in the letter should attract the employer's attention. The student should tell where or from whom he or she learned about the job. In the second sentence, the student should state that he or she wants to be considered for the job.

2. The middle portion of the letter should emphasize the student's qualifications detailed in the resume. Skills should be mentioned and pointed out as examples of how the student is best qualified to fill the job vacancy. More information about education, experience, and/or training can also be included in this section.

3. If there is mention of a reference in the letter, it should be in the next paragraph. Listing a reference is optional.

4. In the final paragraph, the student should ask for a response. The student should state a phone number and request to be contacted for an interview appointment.

STUDENT ACTIVITIES

Provide the students with samples of cover letters. Have the students write a fictitious (or real) cover letter. They could do this with paper and pencil and then type it on a computer -- or they could write it on the computer with a software package.

Have students share their cover letters. Have each student proofread the cover letter of a classmate and make recommendations for improvement. This will help develop proofreading skills and allow for peer coaching.

02.05 Application Forms

At some point in their job search, the VPI students will be required to complete **application forms**. Some employers will not consider hiring applicants whose completed forms are sloppy and unclear. They assume that a carelessly written form indicates a careless worker. Therefore, it is very important that the students learn to fill out the forms neatly and clearly. As the VPI learning manager, you can help them acquire the skills needed for completing the forms correctly.

Teaching Strategies for Application Forms

In their Employability Skills Series, the FL DOE provides lessons on "The Application Process." Follow their guidelines in teaching the completeness and correctness of application forms.

WHAT SHOULD STUDENTS KNOW ABOUT APPLICATION FORMS?

1. Using the board or handouts, acquaint the students with the recommended steps to follow in completing an application form.

- Have necessary information handy (personal fact sheet).
- Read entire form completely before starting to write.
- Write neatly with black or blue fine tip pen. Erasable one is best.
- Follow directions exactly. Print or write as directed.
- Use correct markings (an x, checkmark, underline, or circle).
- Avoid most abbreviations.
- Answer all questions. Use N/A for not applicable.
- Proofread the completed form.
- Correct any mistakes.

2. Provide the students with a list of definitions for troublesome words that they will encounter on application forms. The words on this list will include *convicted, dependent, felony, misdemeanor, SSN, Selective Service, classification, bonded, extracurricular activities, disabilities, minimum, authorize,* and *falsification.* Discuss these words with the students.

3. Explain open-ended questions that require more than a yes or no answer. Instruct the students to be brief and positive when responding to these questions. Provide some examples of open-ended questions, like "What type of work would you like?" "Why do you think you are qualified for this job?" and "What was the reason for leaving your last job?"

STUDENT ACTIVITIES

Provide the students with booklets, software, or videos that contain information on application forms. Have the students use these materials to learn the application process and how to fill in the forms correctly.

Provide each student with an application form. Have the student complete the form and submit it to be checked. After checking the completed form, discuss the contents one-on-one with the student.

02.06 Job Interviews

The most difficult part of the job search is most likely the job interview. Most people experience a great deal of nervousness when they participate in job interviews. However, there are things a person can do to alleviate the anxiety that is part of

the job interview experience. In the VPI Lab, students can learn how to prepare for the interview, to dress appropriately, to show correct behavior during the interview, and how to adequately answer typical interview questions.

Teaching Strategies for Job Interviews

There are many employability skills materials that contain information about the interviewing process. As a VPI learning manager, you should use these materials to gather interviewing tips that can be used with the students. Interviewing is a skill, and the students' chances of success in getting good jobs will improve considerably if they can acquire effective interviewing skills. In this standard of Workplace Readiness, make sure the students are familiar with the following aspects of the interview process.

HOW SHOULD STUDENTS PREPARE FOR A JOB INTERVIEW?

1. Preparation is the key to a good job interview. Teach the students the steps they should follow in their preparation.

    - Gather necessary materials (resume, references, work samples).
    - Research the company (size, reputation, products).
    - Review your work history, training, and skills.
    - Plan answers to possible questions.

2. In order to make a good impression at the interview, the student should have a neat appearance. The student shouldn't over-dress or under-dress, but instead, dress for the interview as he or she would expect to dress for the job. (Exceptions would be jobs that require uniforms, like nursing, auto mechanics, fire fighting, etc.) The following provides some guidelines that will help the student prepare for a good appearance.

    - Have hair clean and neatly combed.
    - Be showered and free from odors.
    - Give teeth a good brushing.
    - Make sure hands and fingernails are clean.
    - Use make-up and perfume tastefully, not overdone.
    - Shave or trim facial hair.
    - Dress simply and in good taste.
    - Wear clean clothes that are neat and pressed.
    - Check buttons and zippers.
    - Wear simple, basic shoes that are polished.
    - Carry handbags that are uncluttered.
    - Do not wear hats, jeans, or T-shirts.
    - Wear conservative jewelry - no fancy stuff.

3. During an interview, the interviewee is constantly being observed, as well as heard. Therefore, it is important that students be reminded of the correct behavior that they should exhibit during that time period. There are several tips that should help them conduct themselves properly during an interview.

    - Go to the interview alone.
    - Arrive 10-15 minutes early.
    - Take along a pad and pencil or pen.
    - If the interviewer shakes hands, use a firm grip. (But not hand breaking.)
    - Don't sit down until asked to do so.
    - Sit up straight in the chair and look alert.
    - Speak clearly -- avoiding slang expressions.
    - Keep eye contact with the interviewer.
    - Don't chew gum or smoke.
    - Answer questions in sentences -- avoiding "yes" and "no" responses.
    - Talk about things that relate to the job -- not personal problems.
    - Don't criticize former employers.
    - Listen carefully to what the interviewer is saying. If you don't understand, ask for clarification.
    - Ask if you will be notified about the selection.
    - At the end, thank the interviewer for his or her time.
    - Send a follow-up letter or note.

4. At a job interview, the interviewer will ask questions that relate to the specific job opening and questions that are general and routine. VPI students should be familiar with the typical questions usually asked at interviews. The following are twelve of the most common questions.

    - Tell me about yourself.
    - Why do you want to work here?
    - Why should I hire you?
    - How did you become interested in this field?
    - What do you know about our company?
    - Why did you leave your last job?
    - What are your qualifications for this job?
    - What are your major strengths?
    - What are your major weaknesses?
    - Where do you see yourself in five years?
    - How soon could you start this job?
    - Do you have any questions for me?

5. Regarding the last question above, show examples of appropriate questions the students can ask at an interview.

    - What hours would I be working if hired?
    - How would I be trained for the job?
    - Who would my co-workers be and what do they do?
    - Is there a probationary period?
    - Who will be my immediate supervisor?
    - Is it possible for me to have a tour of the area?
    - What are you looking for in an ideal employee?

    Questions that should not be asked:

    - What is the salary for this job?
    - When can I expect my first raise?
    - How many vacation and sick days will I get?
    - What fringe benefits do you offer?

    Questions that the interviewer should not ask:

    - Are you married?
    - Do you have small children?
    - Do you plan to have a family?
    - Are you a citizen of this country?
    - What is your age?

6. A productive interview can be further enhanced with a brief personal letter of thanks sent the day after the interview. Provide samples of follow-up letters.

STUDENT ACTIVITIES

Provide the students with booklets, software, or videos that contain information about the interview process. Have them read or view these materials to gain further knowledge about interviewing. Software or videos that contain simulated job interviews would allow for an ideal learning activity.

Provide the students with a list of the twelve most typical questions asked at an interview. Have them write responses to the questions.

Have a mock interview with each student. The student should dress appropriately for the job he or she is seeking and should have rehearsed answers to the typical questions. If possible, videotape the mock interview and then review it together with the student. This could also be a group activity in which other students comment on the mock interview and offer

suggestions for improvement. A performance criteria sheet could be utilized here with students rating each other's performance.

Provide samples of follow-up letters. Have each student write a follow-up letter.

02.07 Employment Tests

Some employers and companies use pre-employment tests to gain information about an applicant's ability. These tests are related to specific jobs. For instance, a secretarial position may require a typing test. An opening in a factory for an equipment assembler may require a test on how well the applicant works with his or her hands. There are several types of pre-employment tests, and they are described in the FL DOE Employability Skills Series, "Pre-Employment Tests."

Teaching Strategies for Employment Tests

WHAT ARE SOME DIFFERENT TYPES OF EMPLOYMENT TESTS?

In the VPI classroom, the students should become familiar with the different types of employment tests and learn how to help themselves perform well on them. Through discussion or handouts, point out the following types:

1. **Paper-and-Pencil Tests.** They are usually standardized, meaning they must be administered in a specific manner. These tests are timed, and answers are placed on a separate sheet. Having taken the TABE test, the VPI students will be familiar with standardized testing procedures.

2. **Dexterity Tests.** They require that you show how well you work with your hands. Applicants may be required to handle tools or put together and take apart different items.

3. **General Skills Test.** It combines the paper-and-pencil test with the dexterity test. An example is the General Aptitude Test Battery (GATB).

4. **Working Test.** This test involves job skills and requires the applicant to perform specific work tasks: typing, filing, sorting, coding, etc.

5. **Drug and Alcohol Tests.** Their purpose is to determine if an applicant is a user of substances that

are either illegal or potentially damaging to the employee's ability to do the job.

6. **Personality Tests.** These tests are used to determine job assignments, to figure probability of success, and to determine compatibility.

7. **General Reading and Math Tests.** These tests are used to determine if an applicant has basic academic skills. Completing VPI prescriptions will help students perform well in these general tests.

As the VPI learning manager, give the students some tips they can use in preparing for and taking the tests. Use the following as guidelines.

Before the test:

- Practice the skills on which you may be tested.
- Get plenty of rest the night before.
- Take supplies (pens, pencils, eraser, watch, note pad).
- Try to stay calm.

During the test:

- Look over the entire test first.
- Read the directions carefully.
- Pace yourself so you have time for each section.
- Read the questions carefully.
- Answer easy questions and save harder ones for last.
- Go back to any questions skipped.

STUDENT ACTIVITIES

Check with the Guidance Department to see if the counselors can provide some testing that is similar to pre-employment tests. If possible, have the students take the GATB and a personality test

Being in the VPI Lab, the students will be following prescriptions to upgrade their reading, math, and language. Their study assignments can be considered activities that prepare them for general reading and math tests.

02.08 Work-Related Documents

One of the first things a new employee must do is fill out employment forms. Then, as the employee completes basic tasks in the workplace, he or she will continue to encounter work-related forms and documents. Essential Skills for the Workplace: Using Forms and Documents (Contemporary Books) integrates the reading, math, writing, communication, and problem-solving skills that students need to complete tasks at the workplace. This workbook contains the forms and documents used in many jobs and in everyday life. Use this resource, or a compatible one, to acquaint the students with the important forms and documents.

Teaching Strategy for Work-Related Documents

WHAT ARE SOME COMMON WORK RELATED FORMS?

VPI students should have some understanding of the following forms.

1. Form W-4 – a federal tax form that tells employers how much federal income tax to withhold from an employee's paycheck.
2. Employment Eligibility Verification (Form I-9) – a form that proves it is legal for a person to work in the United States.
3. Time Sheets and Cards – forms that employers use to keep track of the employees' hours.
4. Health Group Coverage Application Form – an application for medical coverage for employees.
5. Purchasing Forms – written paperwork that documents an order to prove that the order took place.
6. Retirement Benefits Plan Enrollment Form – a retirement plan form that asks for information about the employee and his or her beneficiary.
7. Employment Contracts – a written agreement between the employee and company or firm. The contract binds people to the terms of the agreement.

STUDENT ACTIVITY

Give the students blank copies of Form W-4 and Employment Eligibility Verification (Form I-9). Have the students complete

the forms with their personal information. Help the students understand any parts that are troublesome to them.

02.09 Appropriate Job Behaviors

WHAT IS APPROPRIATE JOB BEHAVIOR?

Good work habits are as important as job skills in maintaining employment. In fact, many employers think a good attitude, good work habits, and the ability to get along with people may be more important than job skills. In a survey of employers, the main reasons for firing employees were:

- Being absent or late too many days,
- Showing lack of interest in the job,
- Making the same costly mistakes over and over again,
- Not following instructions from the supervisor,
- Not being willing to learn new things, and
- Dishonesty.

Good work habits may seem like nothing more than common sense, but workers sometimes forget how important these common sense behaviors are. Employers expect workers to come to work on time, dress properly, observe safety practices, and get the job done correctly and on time.

Teaching Strategies for Appropriate Job Behaviors

In the VPI classroom, there should be a variety of materials (booklets, software, and videos) that the students can use to learn about appropriate behavior at the job site. "On the Job," a booklet from the FL DOE's Employability Skills Series, contains lessons that will help the students understand and practice good work habits. This booklet's content outline can be used as a guide in presenting a course of study on appropriate job behavior. The outline includes the following topics that can be used for study and discussion.

1. Getting to Know the Job -- getting help when needed and handling mistakes on the job.

2. Doing the Job Properly -- following company procedures, treating equipment and materials with care, and being neat and organized.

3. Using Time -- knowing the consequences of being late or absent, handling absences from work appropriately, and managing time on tasks wisely.

4. Practicing Good Habits at Work -- following safety rules, correcting safety violations, and knowing the consequences of stealing.

STUDENT ACTIVITIES

Provide the students with booklets, software, or videos that contain information about appropriate job behaviors. Assign them sections of these materials to gain further knowledge of good work habits. Software or videos that contain simulated job situations would allow for an ideal activity.

Have a discussion session with the students. Suggested discussion questions might include:

- Have you or anyone you know ever been fired from a job? What was the reason?
- How does attitude relate to work habits and keeping a job?
- What is meant by the saying, "Be friendly on the job, but not too familiar?"
- What is considered stealing on the job? Is taking pens, pencils, and other office supplies stealing? Is taking a long lunch hour stealing?
- What is a performance review or a performance appraisal?
- Why are employers anxious to prevent injuries on the job?

Many work habits apply to students as well as to full-time workers. Provide the students with a rating scale (performance review) and have them evaluate themselves. When finished, have them study their ratings and decide which areas need the most improvement.

Make transparencies or picture handouts of safety rule violations at your school. Have the students try to identify the violations.

02.10 Company Policies and Procedures

A policy is a rule, plan, or course of action. Companies establish policies and procedures to make job responsibilities and expectations clear. These policies and procedures are usually contained in an employee handbook or policy manual. The VPI students should learn about the policies and procedures that they will encounter when they become employed.

Teaching Strategies for Company Policies and Procedures

WHAT SHOULD STUDENTS KNOW REGARDING A COMPANY'S POLICIES?

As the VPI learning manager, explain the purpose of policies and procedures. Tell the students that this information states:

- What the company stands for,
- What the company expects from the employee, and
- How the employee's performance will be measured.

The policy manual contains information about every aspect of employment, such as hiring procedures, conditions of employment, salaries, benefits, employee performance evaluations, employee conduct, reasons for disciplinary action, company forms, disaster procedures, etc.

There are some booklets on the market that students can use to get familiar with company policies and procedures. Essential Skills for the Workplace: Obtaining Information and Using Resources (Contemporary Books) contains practice exercises using a policy manual. It also includes other skills needed in the workplace, like product information for purchasing or selling, reference materials, and shipping and receiving documents. Reading Skills Enhancement (Paradigm Publishers) is another workbook that has practice exercises with manuals. This one also includes company notices, articles, memos, instruction sheets, and financial documents. Use these types of materials to acquaint the students with policies and procedures.

STUDENT ACTIVITIES

Provide the students with some materials that provide practice exercises involving policies and procedures. Have the students complete the exercises.

Make sure the students have copies of the school's student handbook. Cover the different sections with them to show the policies and procedures that the school has established for its students.

Use the school's staff handbook as an actual example of a policy manual. Skip through the sections to show the various types of information that the handbook contains.

02.11 Resignation Procedures

At some point in their careers, the VPI students may consider leaving their job for one reason or another. When this occurs, they should make an effort to resign from their job on good terms. When they apply for a new job, they will probably be asked why they left their old ones. If they resigned for good reasons, it will be easier to get the new job.

In the VPI Lab, the students should learn how to think through the reasons for resigning, learn the right way to resign from a job, and develop skill in writing a letter of resignation.

WHAT DOES A STUDENT NEED TO KNOW ABOUT RESIGNATION PROCEDURES?

Teaching Strategies for Resignation Procedures

"Job Changes," from the FL DOE Employability Skills Series, contains some good content and suggested activities for resigning. It lists four good reasons for resigning:

- You find a better job somewhere else.
- Your job changes, and you don't want to do it anymore.
- You change, and the job is no longer right for you.
- You're in a dead-end job that is going nowhere.

Once the students understand the four good reasons to resign, teach them the differences between resigning properly from a job and just quitting. Just quitting makes it difficult to find another job because employers don't hire workers who walked off their last jobs. Through discussion, board-work, or handouts, present the following rules for resigning.

- **Do** try to solve any problems without resigning.
- **Do** give your employer at least two weeks' notice.
- **Do** resign politely and in person.
- **Do** write a letter of resignation.

- **Don't** resign until you have another job.
- **Don't** tell anyone at work that you are job hunting.
- **Don't** criticize your old job when you apply for a new one.

Next, the students should learn how to write a letter of resignation. The letter should be short, to the point, and polite. It should state that the person is resigning, when he or she is leaving, and why he or she is resigning. It should also

state something good about having the job and a thank-you to the employer for the job.

STUDENT ACTIVITIES

Have a class discussion with the following questions and topics.

- If you are planning to resign, why is it unwise to tell any of your co-workers?
- Why is it unwise to criticize your former employer to a new employer?
- Make a list of good reasons for changing jobs.
- Make a list of reasons for not changing jobs.

Show samples of resignation letters to the students. Have each one write a letter of resignation. Then have the students proofread each other's letters, making corrections and suggestions for improvement.

WHAT ARE SOME ACCEPTABLE SCANS BEHAVIORS?

03.0 SCANS COMPETENCIES – ACCEPTABLE SCANS BEHAVIORS

In this section, the competency training should follow the guidelines of the Secretary's Commission on Achieving Necessary Skills (SCANS). Instructional strategies for this curriculum must include methods that require students to:

- Identify, organize, and use resources appropriately.
- Work with each other cooperatively and productively.
- Acquire and use information.
- Understand social, organizational, and technological systems.
- Work with a variety of tools and equipment.

The SCANS competencies acknowledge the fact that students and workers need to be successful in the workplace. Through a grant to Florida State University, the Department of Education has developed SCANS Competency Development Activities for Students. These training modules (FL DOE Products Catalog) can be used to teach the competencies. Each set of activities can be used as an integrated whole, or you can find places for them within the existing curriculum. These student activities modules coincide with the specific competencies as follows:

03.01 Using Resources Appropriately

In the VPI Lab, students will have access to a variety of resources: booklets, workbooks, texts, software, videos, cassette players, talking machines, and even people. The students should be encouraged to utilize as many of these resources as possible. When in the workplace, the students will encounter resources that will enable them to be productive workers.

For this competency, use SCANS Student Activities Module: Resource Planning and Management (ECI Order # GE327).

03.02 Cooperative and Productive Teamwork

WHY IS COOPERATIVE LEARNING SO IMPORTANT?

Business firms and agencies are shifting to a teamwork approach in which workers are expected to get along with each other, share expertise, and accept a greater role in the problem solving, decision making process. Therefore, good communication skills are important in the workplace. For training in teamwork, the VPI Lab should provide activities that involve cooperative learning. This will allow for interaction between two or more individuals in a setting where the participants will develop ideas and share them with others.

For this competency, use SCANS Student Activities Modules: Interpersonal Communication Skills and Teaming/Group Problem Solving. (ECI Order # GE324 and GE 325).

03.03 Information Usage

In the school setting and in the workplace, processing of information is of vital importance. The students must learn how to use a variety of information sources in the classroom, in the library, and on the Internet. In the VPI Lab, provide activities that require the students to seek information from several sources that are located at the school. Compiling information can be incorporated into many Workplace Readiness activities.

For this competency, use SCANS Student Activities Module: Using Information. (ECI Order # GE328).

03.04 Social, Organizational, and Technological Systems

Employers expect people from diverse backgrounds and cultures to work well together, and they must be ready to face

changes in the methods of operation and in technology. They must be prepared to be trained and retrained to be able to work in a changing environment. The introduction of automation into the workplace changes all aspects of doing a job. "Life Long Learning" means that job changes will require retraining throughout a worker's employment life. The need for retraining has brought about a change in job preparation, and the VPI students will encounter these preparation changes in their vocational training programs. In the VPI Lab, provide the opportunity for students to work together with diverse groups and to have access to as many technological systems as possible.

For this competency, use SCANS Student Activities Modules: Celebrating Cultural Diversity and Understanding and Using Systems. (ECI Order # GE326 and GE329).

03.05 Tools and Equipment

Each VPI student has a goal of entering into and being trained in a vocational program. Each vocational program has its own set of tools and types of equipment. It is in this setting that the student will acquire the skills needed to be a competent worker at the job site. This competency will be completed in the training program.

POST-TEST

Answer the following statements **True** or **False**.

1. Workplace readiness will help students develop the skills needed to get and keep jobs.
2. Career assessment and competency training are not part of the Workplace Readiness components.
3. Enrollment in Workplace Readiness is a separate registration than the enrollment in VPI.
4. All activities in Workplace Readiness should be individualized, with no interaction with other students.
5. Career Assessment includes assessing students' interests and aptitudes.
6. The VPI learning manager should provide students with good sources of information about job requirements and job descriptions in the various occupations.
7. When seeking a job, a student can use his or her personal data sheet in place of a resume.
8. The chronological resume and the functional resume follow the same format.
9. Teaching VPI students how to complete job application forms is not necessary because they have probably filled out many such forms already.
10. The modern trend is to list references on a separate sheet rather than on the resume.
11. Making personal contacts is considered to be the most effective methods of seeking a job.
12. Regarding resignation procedures, students should be taught that there is no difference between resigning properly from a job and just quitting.
13. There is a large variety of resources on the market that can be used with the Workplace Readiness component.
14. Although assessment for Workplace Readiness is not necessary, a pre-test can be used to determine which skills each student needs to develop.
15. The Workplace Readiness skills are limited to the ones listed in the module.

Choose the correct answer for each item.

16. To decide what kind of work they can do and enjoy, students should compile information about their
    a. Abilities
    b. Interests
    c. Work Preferences
    d. All of the above

17. The appropriate job behavior that is important to employers is
    a. A good attitude
    b. Good work habits
    c. The ability to get along with others
    d. All of the above

18. SCANS behavior includes all of the following except
    a. Completing a learning styles inventory
    b. Working cooperatively and productively with others
    c. Using resources appropriately
    d. Working with tools and equipment

19. The number of LCPs that can be earned for a student completing Workplace Readiness is
    a. One
    b. Two
    c. Three
    d. Four

20. For auditing purposes, the file of a VPI Workplace readiness student should contain
    a. The student prescription or check sheet
    b. Any pre and post test sheets
    c. Copies of paperwork completed
    d. All of the above

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RESOURCES

The following are resources that can be used for research or instructional purposes in Workplace Readiness. These include print material, videos, software, and Internet web sites. Keep in mind that there are many other resources on the market that can also be utilized.

Bureau of Program Management and Development
Florida Department of Education
Turlington Building, Room 644
1325 W. Gaines Street
Tallahassee, FL 32399-0400
(800) 342-9271

Employability Skills Series CE 614 (Print)
Florida VIEW Interest Survey VI5406 (Print)
The Guide to Career and Educational Planning CD300 (Print)
Occupational Outlook Handbook CD922 (Print)
SCANS Competency Modules & Training GE333 (Print)
CHOICES (Software Package)
Career Aptitude Survey (Software Package)

Cambridge Career Products
P.O. Box 2153
Charleston, WV 25328
(800) 468-4227

"Getting Ready for the Interview" (Video)
"Handling Difficult Questions" (Video)
"Succeeding in Your Interview" (Video)

Channing L. Bete Co., Inc.
200 State Road
South Deerfield, MA 01373
(800) 628-7733

What you should know about GETTING A JOB (Scriptograph)

Consulting Psychologists Press, Inc.
3803 E. Bayshore Road
Palo Alto, California 94303
(800) 624-1765

Strong Interest Inventory (CPP Software System)

Contemporary Books, Inc.
Two Prudential Plaza
Chicago, Illinois 60601
(800) 621-1918

Essential Skills for the Workplace, Using Forms and Documents (Print)
Essential Skills for the Workplace, Obtaining Information & Using Resources (Print)

Dahlstrom & Company, Inc.
155 Wilson Street
Holliston, MA 01746-1433
(800) 222-0009

The Job Hunting Handbook (Print)

Education Associates, Inc.
8 Crab Orchard Road
P.O. Box Y
Frankfort, KY 40602
(800) 626-2950

"Only the Good Need Apply" (Video)

Human Relations Media
175 Tompkins Avenue
Pleasantville, NY 10570

"Getting Along on the Job" (Video)

INTERNET

- Career Builder Mega Job Search
  (http://ms.careerbuilder.com)
  Resume Tools and Tips and Job Hunting Tutorial
  (http://cgi.zdnet.com)
  Information on Workforce Development
  (http://www.firn.edu/doe/workforce)

JIST Works, Inc.
720 N. Park Avenue
Indianapolis, IN 46202-3490
(317) 264-3720 or (800) 648-5478
(http://www.jist.com) or (e-mail: JISTWorks@AOL.com)

Getting the Job You Really Want (Print)
1998-1999 Enhanced Occupational Outlook Handbook (Print)
"Effective Telephone Techniques" (Video)
"Resume Readiness" (Video)
"Effective Answers to Interview Questions" (Video)
"How to Get the Job You Want" (Video)
"It's a Jungle Out There" (Video)
The O*NET Dictionary of Occupational Titles (Print or CD-ROM)

Jaeger Corporation
135 N. Knowles Avenue
Winter Park, FL 32789
(800) 432-2022
(http://www.jaeger.cc)

Employability and Work Maturity Skills (Software Package)

Johnson/Rudolph
The Ford Building
1004 State Street
Bowling Green, KY 42101
(800) 248-5212

"Communicating on the Job" (Video)
Communicating on the Job (Print)
"How to Turn a Job Interview into a Job" (Video)
"What Employers Expect" (Video)
What Employers Expect (Print)
The Successful Job Hunter's Handbook (Print)

New Readers Press
Box 131
Syracuse, New York 13210
(800) 448-8878

Filling Out Forms (Print)

Paradigm Publishing Inc.
Customer Care Center
875 Montreal Way
St. Paul, MN 55102

Reading Skill Enhancement (Print)

Piney Mountain Press, Inc.
P.O. Box 86
Cleveland, GA 30528
(800) 255-3127
(http://www.pineymountain.com) or (e-mail: cyberguy@alltel.net)

Learning/Working Styles Inventory (Software –Video-Print)

The School Company
Department: C99
P.O. Box 5379
Vancouver, WA 98668
(800) 543-0998
(http://www.schoolco.com)

"Interview Skills of the Future" (Software)
The Occupational Outlook Handbook (CD-Rom)

Steck-Vaughn Company
P.O. Box 26015
Austin, Texas 78755
(800) 531-5015

Life Skills for Today's World (Print)

APPENDIX A
Workplace Readiness Skills (VPI) Curriculum Framework

July 2000

Program Title:	Workplace Readiness Skills (VPI)	
Program Type:	Adult General Education	
Occupational Area:	Instructional Support Services	
Components:	N/A	
	Secondary	PSAV
Program Numbers:		9900070
CIP Number:		1532.010501
Grade Level:		30, 31
Length:	Variable, non-credit	
Certification:	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER G WITH BACHELOR/HIGHER DEGREE	

I. **PURPOSE:** The purpose of this program is to prepare students for the workplace. This program strives to inspire and motivate students to become productive, self-sufficient members of society. It provides:

1) Career assessment designed to assist persons with special needs in identifying vocational interests, temperament, aptitudes and learning styles.
2) Workplace readiness skills, which include, but are not limited to: interview techniques, resume writing, workplace behaviors, job acquisition and job retention.
4) Secretary's Commission on Achieving Necessary Skills (SCANS) competency training.

II. **PROGRAM STRUCTURE:** Program procedures encompass the following:

1. Behaviors that make the student more employable and ready to enter the workforce.

III. **SPECIAL NOTE:** This program is non-graded.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and high-order thinking skills.

IV. **INTENDED OUTCOMES:** After successfully completing this course, the student will be able to perform the following:

01.0 Identify vocational interest and aptitude in making career choices.
02.0 Demonstrate job acquisition and job retention skills.
03.0 Apply SCANS competencies.

July 2000

STUDENT PERFORMANCE STANDARDS
Occupational Area: Instructional Support Services
Program Title: Workplace Readiness Skills (VPI)
Postsecondary Number: 9900070
CIP Number: 1532.010501

Literacy Completion Point A

CAREER ASSESSMENT
01.0 IDENTIFY VOCATIONAL INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to:
01.01 Assess his/her learning style.
01.02 Assess his/her occupational interests and aptitudes.
01.03 Relate individual interests to specific occupational areas.
01.04 Explore occupational careers and goals in various clusters.
01.05 Establish educational and career goals.

WORKPLACE READINESS SKILLS
02.0 DEMONSTRATE ACCEPTABLE JOB ACQUISITION/JOB RETENTION SKILLS--The instruction in workforce readiness skills is based on individual need and may include, but is not limited to the following. The student will be able to:
02.01 Prepare a personal data sheet.
02.02 Prepare a resume.
02.03 Identify job announcement sources.
02.04 Prepare a cover letter.
02.05 Demonstrate the ability to correctly complete an employment application.
02.06 Demonstrate appropriate interviewing techniques.
02.07 Prepare for applicable employment tests.
02.08 Demonstrate the ability to complete work-related documents.
02.09 Demonstrate an understanding of appropriate job behaviors.
02.10 Interpret company policies and procedures.
02.11 Demonstrate knowledge of resignation procedures.

SCANS COMPETENCIES
03.0 Demonstrate acceptable SCANS behaviors -- The instruction in workforce readiness skills is based on individual need and may include, but is not limited to the following. The student will be able to:
03.01 Identify, organize and use resources appropriately.
03.02 Work with each other cooperatively and productively.
03.03 Acquire and use information.
03.04 Understand social, organizational and technological systems.
03.05 Work with a variety of tools and equipment.

APPENDIX B

PRE-TEST ANSWER KEY

1. True
2. True
3. True
4. False
5. True
6. True
7. False
8. True
9. False
10. True
11. False
12. False
13. d
14. d
15. d
16. c
17. a
18. d
19. b
20. c

APPENDIX C

POST-TEST ANSWER KEY

1. True
2. False
3. True
4. False
5. True
6. True
7. True
8. False
9. False
10. True
11. True
12. False
13. True
14. True
15. False
16. d
17. d
18. a
19. a
20. d

APPENDIX D
SAMPLES

D1. STUDENT CHECK SHEET

Student Name _____ Date _____
Vocational Goal _____

Dominate Learning Style(s)
____(V) Visual ____ (A) Auditory ____(T) Tactile ____(K) Kinesthetic

Basic Skills Test Levels	Pre	Post
Reading	____	____
Math	____	____
Language	____	____

Workplace Readiness Test Scores ____ Pre ____ Post

ANALYSIS and ASSIGNMENT of WORKPLACE READINESS SKILLS

STAN-DARD	SKILL	Pretest Items	Skill #	Date Comp.
6.01	Preparing a Personal Data Sheet	1, 2	1	
6.02	Preparing a Resume	3, 4, 5, 6, 21, 22	2	
6.03	Identifying Job Announcement Sources	7, 8, 23, 24	3	
6.04	Preparing a Cover Letter	9, 10, 25	4	
6.05	Completing an Employment Application	11, 12	5	
6.06	Learning Interview Techniques	13, 14, 26, 27, 28	6	
6.07	Preparing for Employment Tests	15	7	
6.08	Completing Work-Related Documents	16	8	
6.09	Learning Appropriate Job Behaviors	17, 18, 29, 30	9	
6.10	Interpreting Company Policies/Procedures	19	10	
6.11	Learning Resignation Procedures	20	11	

Workplace Readiness (VPI) Prescription

Name _____ **Goal** _____
Pre-test Score _____ **Post-Test Score** _____

Circle activity number to be prescribed:
1 2 3 4 5 6 7 8 9 10 11

(*Extra optional material) **Date Completed**

_____1. PREPARING A PERSONAL DATA SHEET (6.01)
Handout "Personal Data Sheet" _____

_____2. PREPARING A RESUME (6.02)
Video: How to Write a Resume _____
Pamphlet: "Your Resume - Key to Successful Job Search" _____
Handout: "Preparing a Resume" _____
Handout: "Resume Information Sheet" _____
Computer: Create a Resume _____
Booklet: The Job Hunting Handbook, pp. 14-19 _____
Booklet: Getting the Job you Really Want, pp.150-170 _____

_____3. IDENTIFYING JOB ANNOUNCEMENT SOURCES (6.03)
Handout: "Your Job Search" _____
Video: How to Get the Job you Want _____
Video: Effective Telephone Techniques _____
Booklet: Life Skills for Today's World, pp. 15-23 _____

_____4. PREPARING A CVOVER LETTER (6.04)
Handout: "Your Letter of Application" _____
Booklet: Getting the Job you Really Want, pp. 169-170 _____
Computer: Create a Cover Letter _____

_____5. COMPLETING AN EMPLOYMENT APPLICATION (6.05)
Handout: "Applying for a Job" _____
Video: Only the Good Need Apply _____
Handout: "Job Application Form" _____
Booklet: Life Skills for Today's World, pp. 34-37 _____
Booklet: Getting the Job you Really Want, pp. 75-86 _____

_____6. LEARNING INTERVIEW TECHNIQUES (6.06)
Booklet: The Job Hunting Handbook, pp. 38-45 _____
Pamphlet: "Job Interview Skills" _____
Handout: "Interviewing for a Job" _____
Video: How to Turn a Job Interview into a Job _____
Video: Poise and the Art of Job Interviewing _____
Computer: Interview Skills for the Future _____
Booklet: Life Skills for Today's World, pp.40-48 _____
Booklet: Getting the Job you Really Want, pp. 111-147 _____

____7. PREPARING FOR EMPLYMENT TESTS (6.07)
VPI Reading Prescription _____
VPI Math Prescription _____
VPI Language Prescription _____

____8. COMPLETING WORK-RELATED DOCUMENTS (6.08)
Booklet: Essential Skills for the Workplace - Using Forms and Documents, pp. 8-15, 40-43 _____
Handouts: Work-related Documents Forms, W-4, Employer Eligibility Verification Form (I-9), Health Group Coverage Application Form, Personal Data Sheets: Starting a Job, Financial And Education _____

____9. LEARNING APPRPORIATE JOB BEHAVIORS (6.09)
Booklet: Life Skills for Today's World, pp. 60-65, 70-74 _____
Handouts: "Keeping the Job" _____
"Evaluate Your Communication" _____
Video: Job Survival Skills - It's a Jungle Out There! _____
Video: Getting Along on the Job _____
Video: What Employers Expect _____
Booklet: Getting the Job You Really Want, pp. 185-202 _____

___10. INTERPRETING COMPANY POLICIES AN PROCEDURES (6.10)
Booklet: Essential Skills for the Workplace - Obtaining Information and Using Resources, pp. 25-36 _____
Booklet: Reading Skill Enhancement, pp. 12-19, 148-155 _____
Pamphlet: "Red Cross First - Aid Procedures" _____

___11. LEARNING RESIGNATION PROCEDURES (6.11)
Handout: "Resigning" _____

OPTIONAL ACTIVITIES

CAREER ASSESSMENT

___12. DETERMINING LEARNING STYLE (1.01)
Computer: Vocational Learning Styles Inventory _____

___13. EXPLORING OCCUPATIONAL CAREERS (1.04)
Booklet: The Job Hunting Handbook, pp. 4-9 _____
Booklet: Life Skills for Today's World, pp. 5-14 _____
Booklet: Getting the Job You Really Want, pp. 31-52 _____

STUDY SKILLS

___14. DEVELOPING NOTE-TAKING SKILLS (5.05)
Handout: "Marking Textbooks" _____

Video: Aids to Memory: Note-Taking Skills _____
Booklet: Note-Taking Made Easy _____

___15. DEVELOPING TEST-TAKING SKILLS (5.06)
Notebook: Test-Taking _____
Handout: "Test-Taking" _____
Booklet: Test-Taking Strategies _____

___16. DEVELOPING STUDY SKILLS (5.07)
Booklet: How to Study, Chapters 1 & 2 _____
Handouts: "Study Formulas" (SQ3R) (PQRST) (SOAR) _____
Booklet/Cassette: Memory _____
Booklet: Memorizing Made Easy _____
Handout: "Mnemonic Sentences" _____
Video: How to Manage Your Time _____
Handouts: "Why Bother with a Time Schedule?" _____
"Distraction Chart" _____
"How Well Do You Concentrate When You Study?" _____
"Tips for Efficient Use of Study Time" _____

D2. STUDENT WORKPLACE READINESS PRE-TEST

Directions: Read the following statements. On your answer sheet, write T if the statement is TRUE and F if the statement is FALSE.

1. A personal data sheet is a written statement of all the facts about yourself that might be of interest to an employer.
2. A personal data sheet takes the place of a resume.
3. The purpose of a resume is to present enough written information about yourself so that you won't really need an interview.
4. The reason a resume should be very brief is so it will stimulate an employers' interest in you.
5. Personal information, like your age or birth date, should not be included on your resume.
6. When applying for an unskilled job, it is appropriate to use a handwritten resume.
7. When seeking a job, the only job factors to be considered are the pay and the benefits.
8. Employers might be impressed with your motivation to work if you place a "Job Wanted" advertisement in the paper.
9. When sending a resume through the mail, it should always be accompanied with a cover letter.
10. References should not be mentioned in a cover letter.
11. All companies use the same type of application form.
12. Open-ended questions on an application form require more than a "yes" or "no" fill-in-the-blank answer.
13. The main purpose of a job interview is to let you see the employer and company and to decide if you would like working there.
14. After an interview, you should write a follow-up letter, thanking the interviewer and showing your continued interest in the job.
15. When applying or interviewing for a job, you may be asked to take a pre-employment test.
16. A W-4 Tax Form lets your employer know the correct amount of federal income tax to withhold from your pay.
17. Employers expect you to perform well at the job you were hired to do.
18. Most employees like co-workers who brag about how hard they work and what a good job they do.
19. When you begin a job, you will be given or told certain company policies and procedures that you are expected to follow.
20. If you plan to leave your present job, you should give your employer at least a few days notice.

Directions: Read the following multiple-choice items. Choose the correct answer for each item and write the letter of your choice on your answer sheet.

21. A good resume will
    a. provide necessary information for application forms
    b. most likely get you an interview
    c. prepare you for the interview

d. all of the above

22. Which of the following should not be listed on a resume?
    a. Job Objectives
    b. Skills and abilities
    c. Education and work experience
    d. References

23. Which of the following is usually the most effective way to follow up a job lead?
    a. Making a personal visit
    b. Sending a letter of application
    c. Calling on the telephone
    d. Having a third-party make the contact for you

24. The best job leads come from
    a. newspaper help wanted ads
    b. public employment agencies
    c. contacts with people you know
    d. visiting job sites

25. When you send a letter of application along with a resume, the letter will
    a. identify the resume and introduce you to the potential employer
    b. emphasize your qualifications
    c. request an interview
    d. all of the above

26. When speaking at a job interview, you should
    a. talk about your problems and why you need the job
    b. maintain eye contact with the interviewer
    c. reply with simple "yes" and "no" answers
    d. criticize your former employer

27. Which of the following questions should an interviewer not ask at a job interview?
    a. Why do you want to work for this company?
    b. What are your qualifications for the job?
    c. Do you plan to have children?
    d. Why did you leave your last job?

28. Which of the following is incorrect for a job interview?
    a. you should dress neatly and appropriately
    b. your hair should be clean and neatly combed
    c. you should wear simple, basic shoes that are polished
    d. you should wear your finest clothes

29. Our facial expressions, body posture, and physical mannerisms are part of our
    a. written communications

b. verbal communications
c. non-verbal communications
d. none of the above

30. Which of the following is being dishonest at the job site?
a. continually arriving at work late and leaving early
b. extending break times and lunch periods
c. taking small items for use at home
d. all of the above

STUDENT WORKPLACE READINESS POST-TEST

Directions: Read the following statements. On your answer sheet write T if the statement is TRUE and F if the statement is FALSE.

1. A personal data sheet will list the essential facts about yourself in logical, concise form.
2. A personal data sheet and resume are the same thing.
3. The purpose of a resume is to help you to get a job interview.
4. Most employers prefer a brief and concise resume rather that a long, detailed one.
5. You should always include personal data on a resume - like marital status, age, height, weight, etc.
6. A resume should always be typed.
7. There is more to a job than just money, and people differ in the job factors that are important to them.
8. It is not a good idea to put a "Job Wanted" advertisement in the newspaper.
9. A cover letter is a letter of application that is sent through the mail, and it takes the place of a resume.
10. In your cover letter, you should emphasize your qualifications for the job and request an interview.
11. The length of an application and the type of questions asked vary greatly among businesses.
12. Open-ended questions are found only on applications for highly skilled jobs.
13. The purpose of an interview is for the employer to learn about your qualifications and decide if you would be the best candidate for the job.
14. Once you have gone for an interview, it is best not to bother the interviewer afterwards with a call or note.
15. Some companies will require you to take a pre-employment test before being considered for a job.
16. When you start a new job, you will be asked to complete a W-4 Tax Form.
17. Rather than being concerned about how well you do your work, most employers are interested only in how fast you do it.
18. At the job site, your co-workers will expect you to get along and do the work assigned to you.
19. The only time you have to follow a company's safety policy is when the safety inspector is at the job site.
20. If you plan to leave your job for another position, you should submit a letter of resignation to your present employer.

Directions: Read the following multiple-choice items. Choose the correct answer for each item and write the letter of your choice on your answer sheet.

21. The content of a resume should be written in
    a. Phrases
    b. Sentences
    c. Paragraphs
    d. None of the above

22. After a resume has been prepared, it should be proofread for errors in
    a. typing
    b. spelling
    c. capitalization and punctuation
    d. all of the above

23. Which of the following is usually the least effective way to follow-up on a job lead?
    a. making a personal visit
    b. sending a letter of application
    c. calling on the telephone
    d. have a third-party make the contact for you

24. When trying to find job openings, the first thing you should do is
    a. scan the newspaper help wanted ads
    b. tell your family and friends that you are looking for a job
    c. visit private employment agencies
    d. visit public employment agencies

25. A letter of application is used as
    a. an aid when applying for a job
    b. a cover letter for a resume
    c. a follow-up letter after an interview
    d. none of the above

26. When you go for a job interview you should not
    a. Arrive 10-15 minutes early
    b. speak clearly and answer questions in sentences
    c. criticize your former employers
    d. keep eye contact with the interviewer

27. When you go for a job interview, you should
    a. go alone
    b. take a family member with you
    c. take your best friend with you
    d. none of the above

28. All of the following are reasons why people get rejected for jobs, except
    a. inability to communicate during the interview
    b. having the qualifications for the job
    c. bad manners and mannerisms
    d. past history of job-hopping

29. At the job site, your co-workers will expect you to
    a. do the job that is assigned to you
    b. be cooperative in teamwork activities
    c. keep your personal problems at home
    d. all of the above

30. An employer will not desire an employee who is
    a. willing to learn new things
    b. able to follow directions well
    c. unable to get along with others
    d. able to take criticism.

D3. STUDENT PRE-TEST ANSWERS

1. T
2. F
3. F
4. F
5. T
6. F
7. F
8. T
9. T
10. F
11. F
12. T
13. F
14. T
15. T
16. T
17. T
18. F
19. T
20. F
21. D
22. D
23. A
24. C
25. D
26. B
27. C
28. D
29. C
30. D

STUDENT POST TEST ANSWERS

1. T
2. F
3. T
4. T
5. F
6. T
7. T
8. F
9. F
10. T
11. T
12. F
13. T
14. F
15. T
16. T
17. F
18. T
19. F
20. T
21. A
22. D
23. D
24. B
25. B
26. C
27. A
28. B
29. D
30. C

D4. EXPECTED EMPLOYEE BEHAVIORS

Source Taken from SCANS Teaming and Group Problem Solving: Adapted from: Learning the Cultural Etiquette of Communication. What do you value?; Cited in Leon County Schools Adult & Community Education Career Education Guide.

Assume you are the "Boss." Place a check beside each of the behaviors you would expect from your employees.

Time

_____ Be on time for work, meetings, and appointments.
_____ Be prompt in returning from breaks.
_____ Be responsible for their own time; taking breaks and lunch when needed.
_____ Give early notification of absences due to illness.
_____ Stick to assigned break and lunchtime.
_____ Give requests for vacation time in advance.
_____ Meet deadlines on projects and tasks.
_____ Give advance notification of deadlines that can't be met.
_____ Other

Taking Initiative and Solving Problems

_____ Suggest improvements and solutions.
_____ Participate in staff meetings by discussing and sharing.
_____ Work together to find solutions to problems.
_____ Take independent action to deal with problems, then tell me about it.
_____ Use good judgment about when to ask me before taking independent action.
_____ When carrying out delegated tasks, check in with me as planned.
_____ Other

Announcing Problems and Giving "Bad News"

_____ Let me know when there's a problem so we can fix it.
_____ Tell me when s/he disagrees with me.
_____ Let me know when s/he is having difficulty.
_____ Tell me about complaints from clients/customers.
_____ Let me know when a mistake has been made.
_____ Other

Communication

_____ Let me know when something is unclear or confusing.
_____ Ask if s/he doesn't understand.
_____ Speak English on the job.
_____ Make no derogatory remarks about another group.
_____ Not speak another language around others who do not understand.
_____ Other

D5. EMPLOYABILITY SKILLS CHECKSHEET

Name _____ Beginning Date _____
Vocational Program _____ Date Completed _____

Check Activities Recommended

JOB SEARCH		DATE
Activity 1	Filmstrip "Job Search"	
Activity 2	Social Security Card	
Activity 3	Employment Agencies	
Activity 4	Other Job Sources	
Activity 5	"Want Ads" Vocabulary	
Activity 6	Official Document	
Activity 7	Job Contacts	
Activity 8	Telephone Inquiry	

RESUME		DATE
Activity 1	Filmstrip "Applications"	
Activity 2	Parts of a Resume	
Activity 3	Personal Resume	
Activity 4	Business Letter Rules	
Activity 5	Letter of Application	

APPLICATION FORMS		DATE
Activity 1	Filmstrip "Applications"	
Activity 2	Directions on Forms	
Activity 3	Words on Forms	
Activity 4	Pocket Date Sheet	
Activity 5	Application Form	

Check Activities Recommended

JOB INTERVIEWS		DATE
Activity 1	Filmstrip "Job Interviews"	
Activity 2	Setting-Up Appointments	
Activity 3	Company Information	
Activity 4	Appropriate Interview Behavior	
Activity 5	Appropriate Dress/Grooming	
Activity 6	Interview Questions	
Activity 7	Mock Interview	
Activity 8	Follow-up Thank You letter	

MAINTAINING EMPLOYMENT		DATE
Activity 1	Filmstrip "Work Habits"	
Activity 2	Work Habits and Attitudes	
Activity 3	Employee Responsibilities	
Activity 4	Employee Rating Scale	
Activity 5	Solving Job Problems	

RESIGNATIONS		DATE
Activity 1	Reasons for Resigning	
Activity 2	Steps in Resigning	
Activity 3	Letter of Resignation	

D6. **PERSONALITY TRAITS**

Dependable	Honest
Well organized	Good organizational skills
Get along well with people	Work well with others
Have a sense of humor	A cheerful outlook
Courteous	Tactful with others
Respectful attitude	Pleasant personality
Friendly disposition	Considerate of others
Have patience	Ease in meeting people
Easy going nature	Mature individual
Punctual	Have a great sense of responsibility
Attentive to time schedules	Very prompt
Skillful in using time wisely	Can meet deadlines
Flexible	Can handle change of routine
Calm and efficient	Work well under pressure
Good health	High energy person
Like to keep busy	Active person
Good appearance	Proper attire
Tidy person	Enthusiastic about work
Willing to work hard	Positive attitude
Fast worker	Can provide prompt service
Productive	Pride in job well done
Attentive with details	Careful worker
Accept supervision well	Can take criticism
Willing to improve skills	Follow instructions well
Goal oriented	Resourceful person
Have leadership qualities	Good at analyzing
Critical thinker	Adept at research
Very observant	Resilient
Can be assertive	Have poise
Persistent	Good communication skills
Well spoken	High in academics
Excellent proofreader	Good English skills
Excellent grammar	Have neat and orderly ways
Like office setting	Dress appropriately

D7. **PERSONAL DATA SHEET**

Name _____ SSN _____

Address _____
_____

Home Phone _____
Work Phone _____

Immediate Goal(s) _____
Long-range Goal(s) _____

Hobbies _____
_____

Strong Traits _____
_____

Weak Traits _____
_____

Special Skills _____
_____
_____

D8. **JOB FACTORS**

There is more to a job than just money, and people differ in the job factors that are important to them. This is because people have different needs relating to working conditions.

Look at the following list of job factors and prioritize them according to their importance to you. Number one will be the most important, and number eight will be the least important.

HOURS	1.	_____
PAY	2.	_____
KIND OF WORK	3.	_____
BENEFITS	4.	_____
PROMOTION	5.	_____
TRAINING	6.	_____
LOCATION	7.	_____
WORKING CONDITIONS	8.	_____

In your job search, keep in mind the job factors that are important to you. By doing this, you will most likely get the kind of job that meets your needs.